Direct Support Professional Training
Year 1

Teacher's Resource Guide
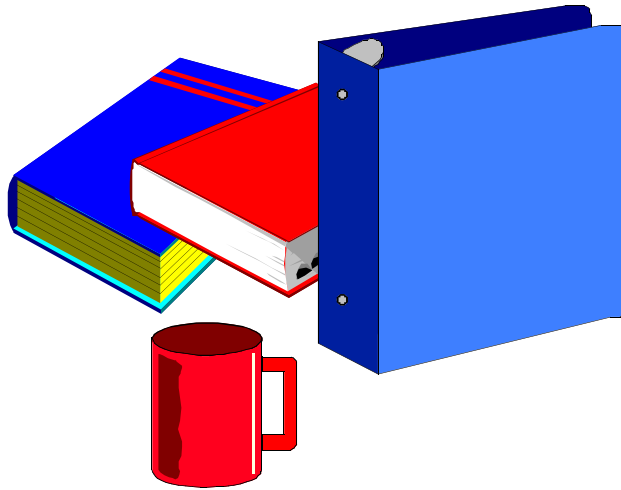
Session #1
Introduction, Overview

List of Class Sessions

Session	Topic	Time
1	**Introduction, Overview of Developmental Disabilities, Values, Diversity**	**2 hours**
2	Communication	3 hours
3	Wellness: Nutrition, Exercise and Safety	3 hours
4	Wellness: Medications	3 hours
5	Wellness: Responding to Individual Needs	3 hours
6	Positive Behavior Support	3 hours
7	Teaching Strategies: Relationships, Task Analysis and Prompts	3 hours
8	Teaching Strategies: Positive Feedback and Natural Times to Teach	3 hours
9	Daily Living	3 hours
10	Individual Rights, Laws and Regulations	3 hours
11	Leisure and Recreation	3 hours
12	Competency Test	3 hours
	Total Class Sessions	**12**
	Total Class Time	**35 hours**

Session:	1
Topic:	Introduction, Overview of Developmental Disabilities, Values

Core
Objectives: Upon completion of this module, the DSP should be able to:

VSD-1   Demonstrate professional workplace behavior.
VSD-2   Demonstrate respect for the individual.
VSD-3   Demonstrate support for individual choice-making.
VSD-4   Demonstrate strategies to encourage and develop individual confidence.

Time:

Introductions and Activity	20 minutes
Key Words	2 minutes
Review Questions	3 minutes
Everything You Wanted to Know	
About DSP	15 minutes
Developmental Disabilities	15 minutes
What's Most Important on the Job?	20 minutes
A Brief History and Values of	
Developmental Disabilities Services	15 minutes
Diversity	10 minutes
Diversity in Communication	
and Teamwork	10 minutes
Promoting Life Quality	5 minutes
Homework Assignments	5 minutes
Total Time	**120 minutes**

Materials: • Overhead Projector or LCD Projector with compatible laptop computer and PowerPoint application;
• Hard copy of overheads or disk with PowerPoint presentation;
• *Resource Guide* for all class participants;
• Flip chart paper, markers, and masking tape

* **Note:** There is no break for this first class, as it is limited to 2 hours.

Preparation

Instructor should read over the presentation outline becoming thoroughly familiar with the information and instructions for presentation. The information could be presented verbatim or paraphrased as long as the essential information is conveyed.

Introduction

Preparation

Hand out the *Resource Guide* to all participants.

Place 4 pieces of flip chart paper on walls around class with header *Stereotypes of People with Disabilities* and markers on the floor under each piece of paper.

Be ready to introduce yourself by answering the following four questions:

What is your name?

Where do you work?

What do you do?

What are three separate words that describe the <u>positive</u> ways that you feel about your job?

Do
Show overhead #1

Your Presentation Notes

Class 1: Introduction,
Overview of Developmental
Disabilities, Values, Diversity

Session #1, Overhead 1

Your Presentation Notes

Say

Introduce yourself!

Welcome to Class 1 of Year 1 Direct Support Professional Training Series.

Before we start, please pair up with someone, turn to the first Activity (refer to the page number in the resource guide) and take turns interviewing your partner and recording their answers to those 4 questions.

Wait

For about 5 minutes.

Ask

To make sure everyone has the activity.

Say

Mention again who you are, where you work, what you do and the three <u>positive</u> words which describe your job.

Ask

Each person to introduce their partner, where they work and the three positive words that describe how they feel about their job.

Do

As participants state positive words, write them on flip chart paper.

Activity:
Getting to Know Each Other

Please pair up with someone, ask each other the following questions and record them here:

What is your name?

Where do you work?

What do you do?

What are three separate words that describe the <u>positive</u> ways that you feel about your job?

Place check marks next to words mentioned more than once.

When finished, make a sentence of the most commonly used words (just say it or write it on a piece of flip-chart paper).

As direct support professionals, you generally feel that your job is:

_____

_____

_____

_____

Do
Show Overhead #2

Say
You might be interested in how Direct Support Professionals in New Hampshire view the positive aspects of their jobs. In a survey, they stated the following as the most positive aspects:

- Rewarding
- Challenging
- Satisfying
- Enjoyable
- Caring
- Helpful
- Positive
- Creative

Your Presentation Notes

**How do DSPs
View Their Jobs?**

Survey in New Hampshire
- **Rewarding**
- **Challenging**
- **Satisfying**
- **Enjoyable**
- **Caring**
- **Helpful**
- **Positive**
- **Creative**

Session #1, Overhead 2

Say

I know that there are less than positive aspects of you job and we'll certainly talk about those during these 12 sessions.

However, I wanted to start this session off on a positive note because that's one of the important outcomes of this training, that everyone sees the importance of the job of the Direct Support Professional and values the positive contributions of DSPs.

Say

Now that we've introduced ourselves, know where each other works and have an idea about the positive aspects of your jobs, let's talk a bit about this class, this series of classes and why you're here.

This is a 35-hour training with 11 class sessions and one final test session.

All except for today's sessions are 3 hours.

Since today's session is only 2 hours, we won't be taking a break in the middle.

So, if you need to use the restroom, feel free to do so.

Your Presentation Notes

Do

Show overhead #3

Say

The class schedule looks like this. There are classes on Communication, three on Wellness, and so on as follows:

Communication
Wellness, Parts 1-3
Positive Behavior Support
Teaching Strategies, Parts 1-2
Daily Living
Rights, Laws, & Regulations
Leisure and Recreation
Competency Test
#Sessions: 12   #Hours :35

Say

The Resource Guide provides you with an outline of the presentation, the activities, a review of the information, and some additional resources if you would like to read more on a particular topic.

The binder you have has 12 tabs, one for each class session. At the beginning of each class, we will look at some key words and review questions. If you learn the key words and can answer the review questions for each session, you should do fine on the competency test. You will find a dictionary of all key words in Session #12 of your *Resource Guide* (refer to page number).

Your Presentation Notes

**DSP Year 1
Class Sessions**

● **Introduction, Overview**
● **Communication/Social Skills**
● **Wellness, Parts 1-3**
● **Positive Behavior Support**
● **Teaching Strategies, Parts 1-2**
● **Daily Living**
● **Rights, Laws, & Regulations**
● **Leisure and Recreation**
● **Competency Test**
● **# Sessions: 12   # Hours :35**

Session #1, Overhead 3

Let's look at those key words.

Key Words

Do

Show overhead #4

Say

For today, they are:

- Direct Support Professional
- Developmental Disability
- Communication
- Diversity
- Teamwork
- Values

In-Class Review

Say

To make your job easier, turn to the In-Class Review in your packet and you'll find a place to record your notes on some key questions that we will be reviewing during the class. The answers for each Review are found at the end of the Resource Guide for that particular session.

Do

Show Overhead #5

Say

Read the questions aloud:

   What is a Direct Support Professional?

Your Presentation Notes

Key Words

- Direct Support Professional
- Developmental Disability
- Communication
- Diversity
- Teamwork
- Values

Session #1, Overhead 4

In-Class Review

- What is . . .
  - a DSP?
  - a developmental disability?
  - People First language?
  - sensitivity to diversity?
- What are. . .
  - the goals of training?
  - values of service?
  - the basics of teamwork?

Session #1, Overhead 5

What is a developmental disability? What are some of the possible causes?

What is people first language?

What is sensitivity to diversity?

What are two major goals of the statewide training effort?

What are four of the six values of services for Californians with developmental disabilities? What is the goal or outcome of these values?

What are some of the basics of successful teamwork?

Say

Before we go any further, you might be asking yourself, what is a Direct Support Professional or DSP.

Do
Show overhead #6

Say

A Direct Support Professional (DSP) is someone who works with and supports people with disabilities in the places they live and work.

For example, in licensed homes, day programs, supported or independent living, and work sites.

Your Presentation Notes

In-Class Review

- **What is . . .**
  - a DSP?
  - a developmental disability?
  - People First language?
  - sensitivity to diversity?
- **What are. . .**
  - the goals of training?
  - values of service?
  - the basics of teamwork?

Session #1, Overhead 5

What is a DSP?

A Direct Support Professional (or DSP) is someone who:
- **works with and supports people with disabilities in the places they live and work**
  - **like licensed homes, day programs, supported or independent living or work sites**

Session #1, Overhead 6

Everything You Always Wanted to Know About DSPs

Do

Show overhead #7

Say

A DSP supports people in:

- making choices, leading independent lives and contributing to the community;

- achieving and maintaining the best possible health; and,

- exercising their rights and responsibilities.

A DSP also helps to encourage others to support people with developmental disabilities as neighbors, friends, and co-workers.

The DSP plays a critical role in the lives of the people they support.

Do

Show overhead #8

Say

In recognition of the importance of the role of the DSP, the Department of Development Disabilities has partnered with the Department of Education, Regional

Your Presentation Notes

What does a DSP do?

- Assists people in
  - making choices
  - leading independent lives
  - contributing to the community
  - best possible health
  - exercising rights and responsibilities
- Encourages others to support people as well

Session #1, Overhead 7

Goals of the DSP Training

- Increase professional status of the DSP
- Opportunities for quality educational experiences
- Strengthen relationships and partnerships
- Promote job satisfaction and career advancement

Session #1, Overhead 8

Occupational Centers and Programs to provide this training in order to:

Increase the professional status of the DSP

Provide opportunities for quality educational experiences which in turn increase the quality of services for people with developmental disabilities

Strengthen relationships and partnerships of people who work in group homes with the people they support, their families and other professionals

Promote job satisfaction and career advancement.

Say

You will also find in your resource guide, some answers to Frequently Asked Questions about this training requirement (refer to page number in the resource guide). Please review these at your convenience. If you have any questions, please refer to the information sources at the end of those Frequently Asked Questions.

Ask

The participants to rearrange themselves into groups of 4-6, depending on total number of participants.

Say

Now that we talked about how others view

Your Presentation Notes

the role of the Direct Support Professional and the goals for this training, let's see what your goals for this training might be.

In your groups, first talk about all of the things you might like to learn or learn more about in this class.

After someone in your group has recorded your list, come up with the top three things you would like to learn or learn more about.

Give groups about 5 minutes.

Ask
To each of the groups, what are your top 3 things?

Do
As the groups read their lists, write them on a piece of flip-chart paper. Make a check next to items mentioned more than once.

After you have recorded everything, respond to as many items on the list as possible by stating whether or not they will be covered in the sessions.

If not, mention that you will try to find a resource for them on that topic.

Say
We've talked about the role of the DSP, let's

Your Presentation Notes

Resource Guide

Activity:
What Are Your Goals?

What are the things your group would like to learn or learn more about during these sessions?

What are the top 3 things?

-

-

-

talk about the people that you support every day, individuals with developmental disabilities.

First, what is a developmental disability?

Developmental Disabilities

Do
Show overhead #9

Say
A California state law titled the Lanterman Developmental Disabilities Services Act defines a developmental disability as something which:

Occurs before 18 years of age.

Lasts throughout a person's life.

Includes Mental Retardation, Cerebral Palsy, Autism, Epilepsy, or Other conditions similar to Mental Retardation.

It's a substantial disability for the individual and often means there is a need for some kind of assistance in daily living.

Do
Show overhead #10

Say
The definition of developmental disability does not include people whose disabilities

Your Presentation Notes

Developmental Disability

- **Lanterman Act Definition**
  - **Before 18 years of age**
  - **Throughout life**
  - **Assistance in daily living**
- **Includes Mental Retardation, Cerebral Palsy, Autism, Epilepsy, Other**

Session #1, Overhead 9

Does Not Include

The definition of developmental disability does not include people whose disabilities are solely physical, learning or mental health in nature.

Session #1, Overhead 10

are solely physical, learning or mental health in nature.

Do
Show overhead #11

Say
You can think of the term developmental disabilities as the whole universe and each of these others (point to mental retardation, etc.) are parts of the whole.

Say
What causes developmental disabilities?

Do
Show overhead #12

Say
There are 3 major causes of developmental disabilities?

Before birth causes such as illness, health, smoking, drinking alcohol, drugs, genetics, chemicals, chromosomes.

During birth cause such as a lack of oxygen, very low birth weight, or a difficult delivery.

After birth causes such as accident, lead poisoning, poor nutrition.

Your Presentation Notes

Developmental Disabilities

Mental Retardation   Autism
Developmental Disabilities
Cerebral Palsy   Other
Epilepsy

Session #1, Overhead 11

Causes of Developmental Disabilities?

- **Before birth**
  - Illness, health, smoking, drinking, drugs, genetics, chemicals, chromosomes
- **During birth**
  - Lack of oxygen, birth weight, difficult delivery
- **After birth**
  - Accident, lead poisoning, nutrition

Session #1, Overhead 12

Do

Show overhead #13

Say

The bottom line is that often the cause of a developmental disability is not known.

It can happen to anyone in any family.

No one exactly fits any one definition and some people fit more than one.

Now, let's talk a bit about each of these definitions.

Do

Show overheads #14 and #15

Say

The main characteristics of mental retardation are that people:

- Learn more slowly.

- Have a harder time remembering things that are learned.

- Have a difficult time using what is learned in a new place.

- Think in more concrete terms, not in abstract terms.

- Keep learning and developing throughout life - like all of us.

Your Presentation Notes

Bottom Line

- Often the cause of a developmental disability is not known
- Can happen in any family
- No one exactly fits any one definition and some people fit more than one

Session #1, Overhead 13

Mental Retardation

- Learn more slowly
- Difficulty remembering things that are learned
- Difficulty taking things learned to new places
- Think in more concrete terms
- Keep learning and developing throughout life

Session #1, Overhead 14

Also:

- Different levels of mental retardation means that people need different types of assistance.

- It's important to remember that mental retardation is different from mental illness.

- Some people have both mental retardation and mental illness.

Do

Show overhead #16

Say

Cerebral Palsy:

- Affects the part of the brain which controls physical movement.

- Can happen before, during, or after birth.

- Is not a disease.

- May result in awkward movement, poor balance, unusual walk and speech.

- Some people with cerebral palsy also have mental retardation and/or epilepsy.

Your Presentation Notes

Mental Retardation, continued

- Different levels means different types of assistance is needed
- Different from mental illness
- Some people have both mental retardation and mental illness

Session #1, Overhead 15

Cerebral Palsy

- Affects the part of the brain which controls physical movement
- Could happen before, during, or after birth
- Is not a disease
- May result in awkward movement, poor balance, unusual walk and speech

Session #1, Overhead 16

Your Presentation Notes

Do

Show overhead #17

Say

Autism:

- First of all, the causes are not well known or understood.

- People with autism may have a hard time making friends, difficult time communicating, like things the same way all of the time.

- We do know that some people with autism also have mental retardation.

Do

Show overhead #18

Say

Epilepsy:

- Occurs when there is a change in how the brain works.

- These changes are called epileptic seizures.

- Individuals with epilepsy may also have mental retardation, cerebral palsy, or autism.

Autism

- Causes are not well understood
- May have a hard time making friends, difficult time communicating, like things the same
- Some people with autism also have mental retardation

Session #1, Overhead 17

Epilepsy

- Occurs when there is a change in how the brain works
- These changes are called epileptic seizures
- Individuals may also have mental retardation, cerebral palsy, or autism

Session #1, Overhead 18

Do

Show overhead #19

Say

Included in the definition of developmental disability is a category called "other" which includes people who need the same kinds of support and assistance in daily living as people with mental retardation.

Do

Show overhead #20

Say

The Lanterman Act also includes a definition of developmental delay.

A developmental delay is a very large difference between a young child's (up to 36 months of age) abilities and what is usually expected of children of the same age. Infants and toddlers who have a developmental delay can receive support called *early intervention services.* These services can support the child in learning the things that will help him/her start to catch up.

Ask

Who do you work with? Do any of you work with people who have autism? cerebral palsy? epilepsy?

Your Presentation Notes

Other

● People who need the same kinds of support in daily living as those who have mental retardation

Session #1, Overhead 19

Developmental Delay

● Infants and toddlers up to 36 months of age
● Difference in age and what is expected of infants and toddlers of the same age
● Early Intervention Services

Session #1, Overhead 20

Say

While it's important to learn about the causes of developmental disabilities and the labels that we put on them, people with developmental disabilities will remind you every day that they are people first and that the disability comes second.

One group of self advocates came up with the saying *Label Jars Not People.*

Do

Show overhead #21

Say

You will find some examples of people first language in your resource guide (refer to the page number).

Regional Centers

Do

Show overhead #22

Say

As DSPs, it's also important to know about the agencies, laws and regulations that affect you and your job. While you will learn more about both in a later class session, let's spend a few minutes talking about the regional center.

In California, many services for people with (or 'at risk') of a developmental disability are

Your Presentation Notes

People First, Disabilities Are Second

Label jars . . . not people

Session #1, Overhead 21

Regional Centers

- 21, non-profits
- Service coordination
- Individual Program Plan (IPP)
- Purchase of service not provided any other way
- Vendors or service providers

Session #1, Overhead 22

coordinated through a network of twenty-one, non-profit regional centers established by the Lanterman Act. If a person is eligible, regional centers provide planning and related services, including service coordination. Service coordinators or case managers help many individuals and families with information, guidance, and assistance in accessing (and using) appropriate generic services and natural supports. If part of an Individual Program Plan (IPP), and if a needed service is related to the person's developmental disability, regional centers may buy such services from approved vendors or service providers.

Do

Show overhead #23

Say

Here are some *typical* services provided through a regional center:

- *Advocacy* – assisting individuals to get needed services from community and government agencies;

- *Assessment and consultation* –gathering information about service needs and supports;

- *Positive Behavior Support* – classes and individual consultation around behavioral needs;

- *Early intervention programs* – infant development programs and services for infants 'at risk';

Your Presentation Notes

Typical Services

- Advocacy
- Assessment and Consultation
- Positive Behavior Support
- Early Intervention Programs
- Independent and Supported Living
- Medical
- Residential
- Respite Care
- Social and Recreational
- Therapy and Counseling
- Vocational

Session #1, Overhead 23

- *Independent/Supported living* – services and supports for adults to live more independently in their own homes;

- *Medical* – identifying and accessing needed health services;

- *Residential* – licensed or certified residential options like foster family homes, and community care homes;

- *Respite Care* – added help for the family in order to provide a break from care-giving responsibilities;

- *Social/Recreational* – locating a variety of social/recreational activities through various community organizations;

- *Therapy and Counseling* – referral to therapists and public or private mental health agencies; and

- *Vocational* – services and supports that include job placement, job coaching, training for employment, sheltered work, and pre-vocational programs.

What's Important on the Job?

Say

Let's turn to an activity.

First, you will need to break into groups again (of 4-6).

After you have moved into small groups, look at the following list of important

Your Presentation Notes

Activity:
What's Most Important In the Job?

After you have moved into small groups, look at the following list of important qualities of employees. Now, as a group, rank them from **1** (most important) to **10** (least important) the way you see them. That means you all have to decide what is the first most important, second most important (and so on) together. Next, rank them again the way you think (as a group) your supervisor sees them. Now, in the third column, rank them again as you think the people with developmental disabilities you support see them.

People Quality	Your Own	Your Supervisor	You Support
Good appearance	_____	_____	_____
Learns from mistakes	_____	_____	_____
Honest and truthful	_____	_____	_____
Accountable for actions	_____	_____	_____
Responsible	_____	_____	_____
Customer/individual is first	_____	_____	_____
Gets things done	_____	_____	_____
Accepts change and is flexible	_____	_____	_____
Manages time well	_____	_____	_____
Positive attitude	_____	_____	_____

qualities of employees. Now, as a group, rank them from **1** (most important) to **10** (least important) the way you see them. That means you all have to decide what is the first most important, second most important (and so on) together. Next, rank them again the way you think (as a group) your supervisor sees them. Now, in the third column, rank them again as you think the people with developmental disabilities you support see them.

Wait

For about 10 minutes and then ask if anyone needs more time.

Ask each group to name their top three from column 1, from column 2, and column 3.

Do

Mark them on a piece of flip chart paper with 3 columns (yours, supervisors, people supported).

Place a check mark when top 3 are repeats from others.

Ask

How different were they from group to group in the room? How different are columns 1, 2 and 3? If different, why? If not different, why? Are these the qualities you see around you every day? (**Note:** Rated qualities will likely be similar across all three

| Your Presentation Notes |

categories. If they are very different, you might want to spend more time understanding the difference. The point of the activity is that we all have quality expectations of the DSP whatever the exact rank order.)

Do
Show overhead #24

Say

For your interest, here's how employers from all kinds of businesses and human services ranked the top ten skills that they need from their employees

- Customer/individual is first
- Learns from mistakes
- Honest and truthful
- Positive attitude
- Responsible
- Gets things done
- Accepts change
- Accountable
- Good appearance
- Manages time well

Ask

How close was this to your selections?

Your Presentation Notes

Top 10 Skills

- Customer is first
- Learns from mistakes
- Honest and truthful
- Positive attitude
- Responsible
- Gets things done
- Accepts change
- Accountable
- Good appearance
- Manages time well

Session #1, Overhead 24

A Brief History and Values of Developmental Disabilities Services

Say

We've talked about the definition and causes of developmental disabilities. Now, let's talk about services for people with developmental disabilities and how they have changed over time.

First, a brief history of developmental disabilities services.

Do

Show overhead #25

Say

There have been several major changes in the history of services for people with developmental disabilities.

The first major period of history could be called the time of Taking Care Of People with Developmental Disabilities.

This lasted up to the 1960s and it was marked primarily by large institutions which were set apart from communities.

The first major change, to Education and Training, occurred in about the mid 1960s through the mid 1980s.

Your Presentation Notes

Three Major Changes

- **Taken Care Of**
  - Up to 1960s, institutions, away from communities
- **Education and Training**
  - Mid 60s to mid 80s, grow and learn, community based programs
- **Community Members**
  - 80s to present, neighbors, coworkers, friends

Session #1, Overhead 25

During this time, people started to see that individuals with developmental disabilities have the ability to continue to grow and learn throughout their lives. Community-based programs were developed all over the country to provide education and training.

The third major change which started in the mid 1980s and has lasted until now has shifted the focus of services to ways to help people with developmental disabilities be neighbors, co-workers and friends in their communities.

Say

As community services for people started to develop, so did a set of values.

Do
Show Overhead #26

Say

The values of the California Developmental Disabilities Service System include:

Choice, where to live and with whom, making every day and major life decisions

Relationships, developing friendships and intimate relationships

Regular Lifestyles, people getting involved in the community in the same ways as friends, neighbors, co-workers

Your Presentation Notes

Values of California Service System

- Choice
- Relationships
- Regular Lifestyles
- Health and Well-Being
- Rights and Responsibilities
- Satisfaction

Session #1, Overhead 26

Health and Well-Being, freedom from harm, access to medical and dental services

Rights and Responsibilities, people with developmental disabilities have the same legal rights as everyone else, for example, religious freedom, freedom of speech. They also have the same responsibilities as other citizens, for example, voting

Satisfaction or a good life quality

Say
In your resource guide (refer to the page number), you will find a list of individual life quality outcomes. These are things that people with developmental disabilities have identified as important in their every day lives. You will want to become familiar with these and use them as a point of reference throughout this training.

Diversity

Say
In order for California to become that place where people with and without disabilities can participate as friends, neighbors and coworkers, it's important to appreciate the diversity of the people you support as well the diversity of those who you work with each day.

Your Presentation Notes

Do
Show overhead #27

Say
Diversity is:

A mixture of people with different backgrounds, styles, values, perspectives and beliefs.

An asset to a group or team.

Something we experience every day.

Do
Show overhead #28

Say
By the year 2000, the majority of individuals in California will be non-white and non-Anglo.

It is important to appreciate the diversity of your co-workers as well as those you support.

Do
Show overhead #29

Say
Appreciating diversity means:

To have an awareness of feelings and attitudes of others by:

Your Presentation Notes

Diversity

- Mixture of people with different backgrounds, styles, values, beliefs and perspectives
- Asset to a group or team
- Experience diversity every day

Session #1, Overhead 27

Diversity, continued

- Year 2000, majority of individuals in California will be non-white and non-Anglo
- Important to appreciate the diversity of your coworkers and those you support

Session #1, Overhead 28

Diversity, continued

- Appreciate diversity
- Awareness of feelings and attitudes of others
  - Try to experience life from perspective of other
  - Be aware of own thoughts which get in the way
  - Role is to support and respect decisions of individuals and families

Session #1, Overhead 29

- Trying to experience life from perspective of others;

- Being aware of your own thoughts which get in the way; and

- Remembering that your role is to support and respect decisions of individuals and their families.

Do
Show overhead #30

Say
The old rule was the Golden Rule: Treat others the way you would want to be treated. The new rule is the Platinum Rule: Treat others as they want to be treated. Why do you think The Platinum Rule may be more effective for appreciating diversity than The Golden Rule? How do we find out how others want to be treated?

Say
We're going to work on an activity about diversity.

Turn to your next activity (refer to the page number in your resource guide).

As it states, you will find markers on the floor in front of the four sheets of paper titled Stereotypes of People with Developmental Disabilities.

Your Presentation Notes

Platinum Rule

Treat others as they want to be treated

Session #1, Overhead 30

Activity:
Stereotypes

You will notice the four large sheets of flip-chart papers on the wall. Below each paper are several marker pens. When your facilitator gives you this activity, go to the paper on the wall closest to you and grab a marker. Start writing the stereotypes of people with developmental disabilities that you have heard from others. Make sure everyone has a chance to write down their thoughts. It doesn't matter if you write something that someone else has already written. Don't worry about spelling and grammar.

Stereotypes of People with Developmental Disabilities

Go ahead and write as many stereotypes as you can think of that you hear about people with developmental disabilities.

Wait

For about 10 minutes and then ask if anyone needs more time.

When everyone has finished, have participants read the charts, and then return to their seats.

Ask

What percent are negative? Why are so many negative?

What impact does it have on the people that you work with each day if you believe these stereotypes?

Does anyone know of a person without a disability who fits one or more of these stereotypes?

Do you think these stereotypes ever creep into the work that we do? If so, how?

How do you overcome these stereotypes?

Say

Close with a summary of the following:

Your Presentation Notes

Stereotypes are pervasive in society.

It took you only about 5 minutes in class to come up with nearly X number (100, etc.). Even if we don't consciously think of them, they affect us.

Most of the stereotypes are negative. We perceive the negative first and most often.

We need to heighten our awareness to keep stereotypes from influencing our perceptions of others as they really are.

Optional
At the end of the activity, ask for volunteers to stand, go to the flip-chart of their choice, rip it off the wall, and tear it. Go around with a waste basket and collect the flip-charts.

Summarize by saying that these stereotypes are not wanted in this class or in this work.

Diversity and Communication

Say
In addition to diversity in culture and disability, you will run into considerable diversity in communication as well and it's important to know something about those different ways of communicating.

Your Presentation Notes

Do
Show overhead #31

Say
For example:

Eye Contact and Facial Expression
Individuals with European backgrounds appreciate eye contact. Many Asians consider prolonged eye contact as disrespectful.

Individuals from Native American and Asian cultures do not use facial expressions to communicate emotion unless they know someone.

Closeness and Touching
Individuals from European backgrounds stay about 3 feet apart during conversations.

Latinos prefer less space and Asians more space between speaker and listener.

Gestures
Individuals with European backgrounds use head gestures to show agreement and understanding.

Individuals from Native American and Asian cultures use those same expressions to show that the person is being heard, not to agree.

Your Presentation Notes

Diversity and Communication

- ● **Eye Contact and Facial Expression**
- ● **Closeness and Touching**
- ● **Gestures**
- ● **Effective Communicators**
  - • **Flexible**
  - • **Another point of view**
  - • **Open to learning**
  - • **Sense of humor**

Session #1, Overhead 31

Effective Communicators are:

flexible and can tolerate change;

interested in another point of view;

open to learning; and

have a good sense of humor.

Diversity and Teamwork

Say

Finally, valuing diversity is an important part of successful teamwork as well.

What is teamwork, why is it important, and what does it take to be successful?

Do
Show overheads #32-33

Say

The teams that you work on include coworkers, families, representatives from regional centers and licensing, consultants, health professionals, and other community agencies.

A group of people with a common goal who value each others contributions usually gets better results than an individual working alone.

What will make your team successful?

Your Presentation Notes

Diversity and Teamwork

- Teams include coworkers, families, regional center, licensing, consultants, other community agencies
- Group of people with common purpose, value each other, common goal
- Usually better results than individual effort

Session #1, Overhead 32

Teamwork, continued

- Trust is the basic element for success
- Other elements
  - Open, honest communication
  - Access to information
  - Focus on the goal

Session #1, Overhead 33

Trust among all of the team members is the basic element for success.

Other elements include:

- Open, honest communication among the members;

- Equal access to information by all team members; and

- Focus on the goal of supporting people to lead successful, good quality lives.

Throughout these class sessions, you will have many opportunities to work as a team. Remember the elements of successful teamwork and practice them.

Do
Show overhead #34

Say
To summarize today's class, in order to be successful in working with people who have developmental disabilities, you need to be:

- a good communicator

- someone who appreciates diversity;

- a team player; and

- focused on the goal of assisting individuals to lead quality lives

Your Presentation Notes

To Be Successful

- A good communicator
- Appreciate diversity
- Team member
- Focus on goals
  - Making choices
  - Independence
  - Part of community
  - Encouraging support as community members

Session #1, Overhead 34

Do

Show overhead #35

Say

On that last point of assisting individuals to lead quality lives, there are some challenging questions that you can ask yourself each day as you work. They are:

- **Participation**
  Are there opportunities for participation (even if only partially) in a variety of community and social activities?

- **Friendship**
  How many friends does the person have? Are there lots of opportunities to interact with and meet people (including people without disabilities who are not staff)?

- **Relationships**
  What opportunities do people have to be "givers" in a relationship? How are people recognized for their individual gifts and talents?

- **Interdependence**
  How are we supporting people to get connected within their communities? What types of natural supports exist in people's lives?

- **Independence**
  What skills are people learning and are they able to have personal privacy; especially at home?

Your Presentation Notes

Promoting Life Quality

- Participation
- Friendship
- Relationships
- Interdependence
- Independence
- Meaningful Activities
- Motivation
- Choice
- Respect

Session #1, Overhead 35

- **Meaningful activities**
  Are people provided with purposeful activities in meaningful (real) situations? We shouldn't be asking people to do "busy work" that has no real reason or purpose.

- **Motivation**
  Are the activities people engage in motivating & interesting to them? Are we "catching" people when they are good?

- **Choice**
  How much choice do people have throughout their lives?

- **Respect**
  How are people's routines and choices respected? How well do we listen to the people we support?

Say

That ends today's session. As a review, each section of your resource guide includes key words, a set of review questions and answers, readings, activities, and a homework assignment. It's important to look at this material before each session and once again before the test you'll take at the last session.

Your Presentation Notes

Homework Assignment	Your Presentation Notes

Homework Assignment

Say

For next session, you have two homework assignments. This is the only session when that will happen. One is for this weeks session and it's about teamwork and describing the team where you work. The second will help you get ready for the next session on Communication by collecting some materials to bring with you.

You will find both assignments at the end of the resource guide (refer to the page numbers).

Do

Review the instructions for completing the homework assignments.

Say

Don't forget to look at the key words for the next session. If you need help, you can find the definitions in the **Key Word Dictionary** in Session #12 of your *Resource Guide.* Any questions? See you next time.

Homework Assignment #1:
Your Team

As a *Direct Support Professional*, you are a member of a team at the home where you work. Read through this assignment and think about it while you work for the next few days. Then answer the following questions or complete the assignment with your co-workers.

1. Members and Roles. Who is on your team? Your co-workers, supervisor, the people you work with, family members, regional center staff, licensing workers? Who else? What are their roles (for example, *helps with planning activities, parent, does the paperwork, supervisor, service coordinator*)?

Member   **Role**

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

2. Goal. Based on what you see and the work that you do, what is the goal of your team?

3. Working together. How does your team work well together and what could it do better?

4. Accomplishments. What does the team accomplish?

5. How does it feel to be member of this team?

Homework Assignment #2 for Session #2:
Communication with Pictures

Sometimes it is helpful for people to have a way to let someone know what's on their mind that they can carry with them. Some people might use a board that has letters on it, like a computer keyboard. They can point to the letters that spell words so someone can understand them. Some people have electronic systems that use pictures or symbols, or attach to computer monitors. Some systems have a voice that repeats the word or sign or symbol that the person points to. Some people use pocket sized cards that can be stapled together so the person can use them when they are out.

Many communication books, boards and cards can be bought. You can make your own communication board or cards by using magazines, photographs, or using hand made drawings.

Your homework is to gather some pictures that will tell others in the class about you and the things you like to do. You will be communicating about a page of information if it were written. Your pictures can be photographs or pictures from magazines. Some material will be available in class, but you will want to bring the most important pictures to class with you.

If You Want to Read More About
Developmental Disabilities, Values, Communication, Diversity, and Teamwork

Communicate With Confidence: How to Say It Right
the First Time and Every Time
by Dianna Daniels Booher (December 1994); McGraw-Hill; ISBN: 007006606X

In a book designed to be read by professionals on the go, communications *dynamo* Booher covers speaking, listening, and all the dynamics of verbal communication on the job. Each savvy tip is based on real-life problems raised by participants in Booher Consultants workshops.

Cultural Connection: Cross Cultural Competency Training
prepared by the Eastern Los Angeles Regional Center and the University of Southern California (1993)

A self-guided workbook and video which helps to teach, reinforce and integrate cross-cultural competency.

Lanterman Developmental Disabilities Services Act
distributed by the Organization of Area Boards

The full text of Division 4.5 of the Health and Welfare Statutes, including all amendments to the Act through 1997. This document is available at all local Area Boards. You may also find the complete text at the Department of Developmental Services website at <http://www.dds.cahwnet.gov/>.

The 10 Minute Guide to Teams and Teamwork
by John A. Woods (1997); Macmillan Spectrum/Alpha Books; ISBN: 0028617398

This 10 Minute Guide has a variety of 10-minute lessons on types of teams, the stages of team development, how to hold team meetings that generate consensus and cooperation, how to set up and train self-directed teams, dealing with conflict within and between teams, and how to use proven problem-solving techniques.

References for this Session

**Communicate With Confidence: How to Say It Right
the First Time and Every Time**
by Dianna Daniels Booher (December 1994); McGraw-Hill; ISBN: 007006606X

Cultural Connection: Cross Cultural Competency Training
prepared by the Eastern Los Angeles Regional Center and the University of Southern California (1993)

Lanterman Developmental Disabilities Services Act
distributed by the Organization of Area Boards

Put in a Good Word for Me
by North Los Angeles County Regional Center

The 10 Minute Guide to Teams and Teamwork
by John A. Woods (1997); Macmillan Spectrum/Alpha Books; ISBN: 0028617398

The ASTD Trainer's Sourcebook: Diversity
by Tina Rasmussen (1996); McGraw-Hill; ISBN: 0-07-053438-1

Where Do We Come From?
by Harbor Regional Center Orientation Manual (1998)

Direct Support Professionals
Core Competencies

VALUES AND SELF-DETERMINATION (VSD)
VSD-1   The DSP demonstrates professional workplace behavior.
VSD-2   The DSP demonstrates respect for the individual.
VSD-3   The DSP demonstrates support for individual choice-making.
VSD-4   The DSP demonstrates strategies to encourage and develop individual confidence.

COMMUNICATION (C)
C-1   The DSP demonstrates knowledge of various means of effective communication.
C-2   The DSP demonstrates effective communication skills.
C-3   The DSP demonstrates the ability to modify his/her communication to ensure understanding.
C-4   The DSP encourages and supports problem solving and coping skills.

POSITIVE BEHAVIOR SUPPORT (PBS)
PBS-1   The DSP uses assessment strategies to evaluate how past, present and future events and environmental factors affect behavior.
PBS-2   The DSP demonstrates effective methods to teach positive replacement behaviors and support existing positive behaviors.
PBS-3   The DSP demonstrates ability to work as part of a team in implementing positive behavior support strategies.

TEACHING STRATEGIES (TS)
TS-1   The DSP demonstrates the ability to identify the steps required to complete a task or activity.
TS-2   The DSP applies least-to-most assistance and/or prompts.
TS-3   The DSP demonstrates the use of positive feedback.
TS-4   The DSP demonstrates the ability to follow a plan for successful teaching.
TS-5   The DSP demonstrates the ability to do individualized teaching.
TS-6   The DSP demonstrates the ability to assess and teach individual choice-making skills.
TS-7   The DSP assesses the effectiveness of teaching.

INDIVIDUAL RIGHTS, LAWS AND REGULATIONS (IRLR)
IRLR-I   The DSP demonstrates a basic understanding of the statutory and regulatory structure of services for people with developmental disabilities.
IRLR-2   The DSP understands and supports individual rights and responsibilities.
IRLR-3   The DSP demonstrates correct procedures for mandated reporting requirements.
IRLR-4   The DSP demonstrates knowledge of community resources to assist and educate individuals in securing needed services and supports.

WELLNESS (W)

W-1 The DSP demonstrates correct use of Standard Precautions.

W-2 The DSP has knowledge of medications.

W-3 The DSP demonstrates healthful meal planning and food preparation, storage and handling procedures.

W-4 The DSP utilizes strategies to ensure safety, and to prevent injuries and accidents.

W-5 The DSP responds in a timely manner to medical emergencies.

W-6 The DSP responds to environmental emergencies.

W-7 The DSP demonstrates knowledge and understanding of an individual's medical, mental and dental health care needs.

W-8 The DSP recognizes and respond to signs and symptoms of illness and/or injury.

W-9 The DSP maintains documentation of individual health status and medical needs.

W-10 The DSP accesses community health care resources.

GOAL ATTAINMENT AND DOCUMENTATION (GAD)

GAD-I The DSP demonstrates ability to participate in the process of individual goal development.

GAD-2 The DSP demonstrates knowledge of documentation requirements for individual goal attainment.

DAILY LIVING (DL)

DL-1 The DSP recognizes and supports the individual's daily routine.

DL-2 The DSP supports individuals in establishing and maintaining relationships with family and friends.

LEISURE AND RECREATION (LR)

LR-1 The DSP promotes community participation.

LR-2 The DSP researches, develops and maintains information on community and other resources that meet individual needs.